

## Fountain Inn Elementary

608 Fairview Street  
Fountain Inn, South Carolina 29644

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	745 Students	
<b>Principal</b>	Glenn R. Wile	864-355-5100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
6	46	26	3	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Average	Unsatisfactory	No

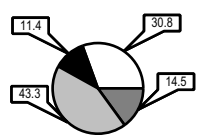
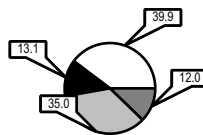
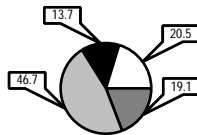
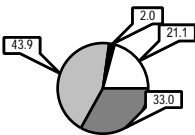
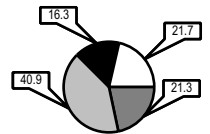
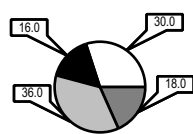
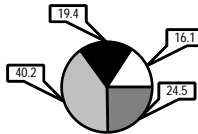
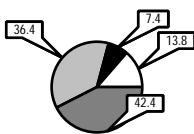
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	374	95.7	20.6	44.2	33.1	2.1	45.7	Yes	Yes
<b>Gender</b>									
Male	199	96.0	24.9	44.1	29.4	1.7	40.7	N/A	N/A
Female	175	95.4	15.8	44.3	37.3	2.5	51.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	260	96.9	17.1	44.6	35.8	2.5	50.0	Yes	Yes
African American	99	91.9	25.0	45.2	28.6	1.2	38.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	60.0	30.0	10.0	0.0	10.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	292	100.0	15.6	42.0	40.1	2.2	53.2	N/A	N/A
Disabled	82	80.5	40.9	53.0	4.5	1.5	15.2	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	374	95.7	20.6	44.2	33.1	2.1	45.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	95.7	19.5	44.7	33.7	2.1	46.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	169	92.3	27.9	50.7	21.4	0.0	34.3	Yes	Yes
Full-pay meals	205	98.5	15.4	39.5	41.5	3.6	53.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	374	97.1	19.1	47.1	19.7	14.1	48.8	Yes	Yes
<b>Gender</b>									
Male	199	98.0	19.9	44.2	18.8	17.1	52.5	N/A	N/A
Female	175	96.0	18.2	50.3	20.8	10.7	44.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	260	97.7	12.8	47.1	22.7	17.4	56.2	Yes	Yes
African American	99	94.9	33.3	47.1	12.6	6.9	33.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	40.0	50.0	10.0	0.0	10.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	292	100.0	15.6	44.6	24.5	15.2	56.1	N/A	N/A
Disabled	82	86.6	32.4	56.3	1.4	9.9	21.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	374	97.1	19.1	47.1	19.7	14.1	48.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	97.0	18.9	46.7	20.1	14.4	49.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	169	94.7	25.0	51.4	16.7	6.9	34.7	Yes	Yes
Full-pay meals	205	99.0	14.8	43.9	21.9	19.4	59.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	374	100.0	39.9	35.0	12.0	13.1	25.1
<b>Gender</b>							
Male	199	100.0	37.8	34.6	13.0	14.6	27.6
Female	175	100.0	42.2	35.5	10.8	11.4	22.3
<b>Racial/Ethnic Group</b>							
White	260	100.0	33.9	36.3	13.3	16.5	29.8
African American	99	100.0	54.3	30.4	9.8	5.4	15.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	50.0	50.0	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	292	100.0	33.1	36.8	14.9	15.2	30.1
Disabled	82	100.0	62.2	29.3	2.4	6.1	8.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	374	100.0	39.9	35.0	12.0	13.1	25.1
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	100.0	39.4	35.1	12.2	13.3	25.5
<b>Socio-Economic Status</b>							
Subsidized meals	169	100.0	49.7	36.6	7.2	6.5	13.7
Full-pay meals	205	100.0	32.3	33.8	15.7	18.2	33.8

<b>Social Studies</b>							
All Students	374	100.0	30.8	43.3	14.5	11.4	25.9
<b>Gender</b>							
Male	199	100.0	25.9	43.8	15.7	14.6	30.3
Female	175	100.0	36.1	42.8	13.3	7.8	21.1
<b>Racial/Ethnic Group</b>							
White	260	100.0	25.8	43.1	18.1	12.9	31.0
African American	99	100.0	41.3	43.5	6.5	8.7	15.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	50.0	50.0	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	292	100.0	24.2	45.4	17.1	13.4	30.5
Disabled	82	100.0	52.4	36.6	6.1	4.9	11.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	374	100.0	30.8	43.3	14.5	11.4	25.9
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	100.0	30.4	43.2	14.8	11.6	26.4
<b>Socio-Economic Status</b>							
Subsidized meals	169	100.0	43.8	43.1	5.9	7.2	13.1
Full-pay meals	205	100.0	20.7	43.4	21.2	14.6	35.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	106	99.1	6.2	36.1	51.5	6.2	57.7
	4	114	100.0	13.5	49.5	36.9	0.0	36.9
	5	121	100.0	27.8	49.6	20.9	1.7	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	96.6	16.2	33.8	46.9	3.1	50.0
	4	111	95.5	19.2	48.5	29.3	3.0	32.3
	5	118	94.9	27.4	52.8	19.8	0.0	19.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	106	99.1	9.3	49.5	25.8	15.5	41.2
	4	114	100.0	18.0	45.0	23.4	13.5	36.9
	5	121	100.0	33.0	48.7	13.0	5.2	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	97.9	12.1	50.0	22.7	15.2	37.9
	4	111	97.3	25.7	40.6	17.8	15.8	33.7
	5	118	95.8	21.5	49.5	17.8	11.2	29.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	106	99.1	21.6	37.1	33.0	8.2	41.2
	4	114	99.1	39.1	30.9	23.6	6.4	30.0
	5	121	100.0	48.7	34.8	7.8	8.7	16.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	100.0	34.8	41.5	8.9	14.8	23.7
	4	111	100.0	47.1	28.8	12.5	11.5	24.0
	5	118	100.0	39.3	33.0	15.2	12.5	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	106	99.1	14.4	43.3	19.6	22.7	42.3
	4	114	99.1	20.0	46.4	29.1	4.5	33.6
	5	121	100.0	40.0	38.3	13.0	8.7	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	145	100.0	16.3	48.9	17.0	17.8	34.8
	4	111	100.0	42.3	30.8	19.2	7.7	26.9
	5	118	100.0	37.5	48.2	7.1	7.1	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 745)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.5%	Up from 2.2%	2.3%	2.8%
Attendance rate	96.4%	Down from 96.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Up from 3.8%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Up from 2.7%	0.4%	0.0%
Eligible for gifted and talented	9.5%	Down from 15.6%	16.1%	10.4%
On academic plans	36.1%	N/AV	26.4%	33.6%
On academic probation	0.8%	N/AV	0.0%	1.0%
With disabilities other than speech	12.3%	Up from 11.1%	7.5%	7.5%
Older than usual for grade	0.3%	Down from 0.4%	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 45)</b>				
Teachers with advanced degrees	55.6%	Down from 59.5%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.7%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 82.5%	89.7%	87.3%
Teacher attendance rate	95.5%	Up from 93.2%	95.0%	94.9%
Average teacher salary	\$42,959	Up 0.6%	\$43,496	\$42,485
Prof. development days/teacher	9.3 days	Down from 9.4 days	12.3 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 20.7 to 1	19.9 to 1	18.6 to 1
Prime instructional time	90.1%	Up from 88.0%	90.2%	89.7%
Dollars spent per pupil*	\$5,416	Up 11.9%	\$6,161	\$6,557
Percent of expenditures for teacher salaries*	63.8%	Down from 65.1%	64.2%	64.0%
Percent of expenditures for instruction*	67.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The vision of Fountain Inn Elementary School, in partnership with families and community, is to establish a nurturing and educational environment that will allow all students to achieve at their fullest potential and become effective citizens of the 21st Century.

At the beginning of the school year, all members of the staff and faculty of Fountain Inn Elementary School collaborated to review and update the goals and objectives for our Strategic Plan of Excellence. The following four goals were maintained with new levels of performance identified for all areas: increased achievement in ELA, increased achievement in Math, continual development of positive and effective community relations, and continual improvements in maintaining a positive and safe learning environment. These goals were embraced by the staff and were incorporated into the development of their professional achievement goals for the school year. Additionally, objectives and strategies for obtaining these goals were identified.

Our students at Fountain Inn Elementary continue to make consistent gains academically.

In the area of English Language Arts, 92.7% of our third graders, 86.1% of our fourth graders, and 71.2% of our fifth graders scored Basic and Above as measured by PACT. In the area of Mathematics, 90.4% of our third graders, 82.6% of our fourth graders, and 69.5% of our fifth graders scored Basic and Above as measured by PACT. This was our first year as a Baldrige School, continually focusing on Quality Tools and effective instructional strategies within the classroom. Our teachers have participated in ongoing staff development for improving classroom instruction and differentiating instruction for all learners. All of our students maintained a date notebook where they are able to track and monitor their academic progress and successes throughout the school year.

This year we added an extended day program that approximately 75 students participated in. We offered enrichment opportunities through both morning and afternoon tutorials and will offer a summer enrichment program for our rising fifth graders. Students are engaged academically as well as in service whether it is through their participation as a Safety Patrol, BETA Club member, or Student Council member.

Fountain Inn Elementary School continues to thrive with a very active PTA and a community that continually supports students. Continual efforts are made to create a school environment that is welcoming to our families and the community at large. Our year began with our second annual First Day event with 98% of our incoming/returning families attending. Ongoing events such as Muffins for Moms, Donuts for Dads, 3M lunches when dads and significant males are invited for lunch, Pastor's Luncheon and Grandparents' Luncheon were all opportunities for our families and the community to visit and become engaged in our students' educational experience here at school.

All of us at Fountain Inn Elementary School believe that through working together—home, school, and the community—we can provide a world class learning experience for our children and prepare them for success in the 21st Century.

Glenn R. Wile, Principal

Delaney Sutton, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	47	117	106
Percent satisfied with learning environment	93.6%	87.1%	86.5%
Percent satisfied with social and physical environment	95.7%	83.5%	84.0%
Percent satisfied with school-home relations	91.3%	82.8%	81.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.